DOCUMENT RESUME

ED 041 586 JC 700 197

AUTHOR Silver, A. B.
TITLE English Department Large-Small Class Study: English 50-60. Revised.
PUB DATE Jul 70
NOTE 9p.

EDRS PRICE EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS *Academic Achievement, *Class Size, *Educational Research, *English Instruction, *Junior Colleges
IDENTIFIERS *California, Iowa Test of Educational Development

ABSTRACT

The achievement of students placed in large English classes (maximum enrollment 100) at Bakersfield Junior College, California, was compared with that of students placed in regular-sized (maximum enrollment 35) sections presenting similar material. At the completion of the fall 1969 semester, students took the Iowa Test of Educational Development, and their results were compared with previous scores on this test--a test they had taken as part of the college's entrance examination. Gains for the large-group students were significantly better than for those in the regular English 50 classes. Mean and median score gains for the large-group and regular English 60 students differed insignificantly. A comparison of these groups' subsequent English course completion rates and mean GPA's revealed no significant differences. These results justified the continuation of large group classes. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED041586

# ENGLISH DEPARTMENT LARGE-SMALL CLASS STUDY

## ENGLISH 50-60

## REVISED

JULY, 1970

A. B. Silver
Associate Professor
of English
Bakersfield College

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 14 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

ED041586

## INTRODUCTION

A study was undertaken during the fall semester, 1969, to determine whether large classes could be effectively incorporated into the English program at Bakersfield College at the English 50 and English 60 levels. Four sections of English 50 and two sections of English 50 were assigned as experimental and each section was limited to a maximum enrollment of 98 students. For control, all other sections were taught at their regular levels of 30 for English 50 and 35 for English 60.

At the conclusion of the fall semester, 1969, all students in the experimental group and all students in the control group were given the Iowa Test of Educational Development (ITED). A study was then made of the students' achievement on this test, and these results were compared with the scores made by the same students as part of their entrance examination at their matriculation at Bakersfield College (Pre-Test and Post-Test scores).

A comparison was then made of the gains made by the students in the experimental group with the gains made by the students in the control group.

In addition, a follow-up study was made in July, 1970, to determine the degree of achievement reached by the students in their subsequent (higher level) English classes. Thus, students completing English 60 with a C or better moved up to English 50. Students completing English 50 with a C or better moved up to English 1A.

A comparison was then made between the students in the experimental groups (large classes) and those in the control groups (small classes) on the basis of grade point average. For the purposes of this comparison, grade point values were given following standard college policy: A=4, B=3, C=2, D=1. As each course was 3 units, the following total grade points were awarded: A=12, B=9, C=6, D=3.

Below are listed the results of both studies. Part I lists the ITED scores and comparative data. Part II lists grade point averages and comparative data.

## PART I--THE ITED SCORES

For the purposes of Part I, all scores are shown as scaled scores as these scores were the basis by which students were first placed in either course, and they reflect more accurately the progress made than do the alternative percentile scores. Below is the placement value of the scaled scores at Bakersfield College.

| | | |
|---|---|---|
| 1 - 11 | Level 4 | |
| 12 - 17 | Level 3 | (English 60) |
| 18 - 22 | Level 2 | (English 50) |
| 23+ | Level 1 | |

# ENGLISH 50

## GAIN FREQUENCY DISTRIBUTION

| English 50 Large Classes | | | | English 50 Control Group | | | |
|---|---|---|---|---|---|---|---|
| -7 | | | | -7 | | | |
| -6 | | | | -6 | | | |
| -5 | | | | -5 | 1 | | |
| -4 | | | | -4 | 1 | | |
| -3 | 1 | | | -3 | 4 | | |
| -2 | 2 | | | -2 | 8 | | |
| -1 | 18 | | | -1 | 19 | | |
| 0 | 26 | | | 0 | 50 | | |
| 1 | 36 | | | 1 | 62 | | |
| 2 | 26 | Median: | 2.586 | 2 | 52 | Median: | 2.134 |
| 3 | 29 | | | 3 | 35 | | |
| 4 | 15 | | | 4 | 31 | | |
| 5 | 17 | | | 5 | 22 | | |
| 6 | 7 | | | 6 | 10 | | |
| 7 | 8 | | | 7 | 4 | | |
| | | | | 8 | 5 | | |

This distribution table shows the number of students in each group who made each gain. All gains are scaled scores. For example, 29 students in the experimental group made a gain of 3 on the ITED Post-Test as compared with 35 students in the control group who made a gain of 3 on the ITED Post-Test. The median gains shown for both groups compare favorably with the Mean gain as shown in the Compared Data.

# ENGLISH 60

## GAIN FREQUENCY DISTRIBUTION

| English 60 Large Classes | | | English 60 Control Group | | |
|---|---|---|---|---|---|
| -7 | | | -7 | | |
| -6 | | | -6 | | |
| -5 | | | -5 | 2 | |
| -4 | 1 | | -4 | 3 | |
| -3 | | | -3 | 5 | |
| -2 | 1 | | -2 | 11 | |
| -1 | 10 | | -1 | 12 | |
| 0 | 14 | | 0 | 29 | |
| 1 | 16 | Median: 1.500 | 1 | 38 | Median: 1.638 |
| 2 | 26 | | 2 | 47 | |
| 3 | 25 | | 3 | 38 | |
| 4 | 8 | | 4 | 37 | |
| 5 | 6 | | 5 | 19 | |
| 6 | 3 | | 6 | 14 | |
| 7 | | | 7 | 4 | |

This distribution table shows the number of students in each group who made each gain. All gains are shown in scaled scores. For example, 16 students in the experimental group made a gain of 1 on the ITED Post-Test as compared with 62 students in the control group who made a gain of 1 on the ITED Post-Test. The Median gains shown for both groups compare favorable with the Mean gain as shown in the Compared Data.

## COMPARED DATA ITED

| Large Group English 50 | | Control Group English 50 | Difference |
|---|---|---|---|
| Mean Gain: | 2.264 | 1.477 | .787* |
| Median Gain: | 2.586 | 2.134 | .452** |

* The experimental group made a significant gain over the control group. A gain of ¼ (.250) as a scaled score would be significant.

** The experimental group made a significant gain over the control group. A gain of ¼ (.250) as a scaled score would be significant.

| Large Group English 60 | | Control Group English 60 | Difference |
|---|---|---|---|
| Mean Gain: | 1.928 | 2.105 | .177* |
| Median Gain: | 1.500 | 1.638 | .138* |

The control group made a gain of less than ¼ (.250) on the scaled score. This gain is not significant.

## CONCLUSION TO PART I

Part I of this study was made to determine whether students in large classes could do the same or significantly near the same as similar students placed in our regularly sized classes (the control group). On the basis of the ITED scores, the large group English 50 classes did significantly better. The large group English 60 results showed an insignificant difference in the mean score, less than ¼ (.250) and an even less significant difference in the median score.

# PART II--FOLLOW-UP STUDY

## (GRADE POINT AVERAGES IN SUBSEQUENT ENGLISH CLASSES)

## COMPILED JULY, 1970

### Grade Frequency Distribution
(In percentages)

### ENGLISH 50 (in English 1A)

| English 50 (Large Classes) | | English 50 (Control Group) | |
|---|---|---|---|
| A | 4% | A | 3% |
| B | 21 | B | 24 |
| C | 41 | C | 44 |
| D | 10 | D | 6 |
| F | 1 | F | 3 |
| W | 21 | W | 16 |
| INC | 1 | INC | 5 |
| Total | 99% (Rounded off) | Total | 101% (Rounded off) |

### ENGLISH 60 (in English 50)

| English 60 (Large Classes) | | English 60 (Control Group) | |
|---|---|---|---|
| A | 0% | A | 0% |
| B | 15 | B | 16 |
| C | 49 | C | 46 |
| D | 1 | D | 0 |
| F | 4 | F | 4 |
| W | 10 | W | 15 |
| INC | 1 | INC | 4 |
| CR | 21 | CR | 17 |
| Total | 101% (Rounded off) | Total | 102% (Rounded off) |

NOTE The above figures represent the percentage of students in each group who received the grade stated. In English 50 no grade of CR was given.

## GRADE POINT AVERAGE DATA*
## IN SUBSEQUENT CLASSES

Grade point averages are based on actual grade points earned by students who completed their subsequent (higher) English courses. W grades and Incomplete grades are not figured in this data.

EXPERIMENTAL ENGLISH 50
(Large Classes)

Mean G.P.A. = 6.55
in English 1A

CONTROL GROUP ENGLISH 50
(Small Classes)

Mean G.P.A. = 6.72
in English 1A

The difference in grade point average between the two groups of .17 is insignificant for the purpose of this study.

EXPERIMENTAL ENGLISH 60
(Large Group)

Mean G.P.A. = 6.25
in English 50

CONTROL GROUP ENGLISH 60
(Small Group)

Mean G.P.A. = 6.38
in English 50

The difference in grade point average between the two groups of .13 is insignificant for this study.

* Unit credit for each course is three units. A C grade for the course is equal to 6 grade points.

## CONCLUSION TO PART II

On the basis of a follow-up study comparing the large groups with the control groups in regard to percentage of students completing their subsequent course and the grade point average, it has been found that there is no significant difference between the groups.

78.7% of the experimental English 50 students completed 1A.
79.2% of the control group English 50 students completed 1A.

87.5% of the experimental English 60 students completed English 50.
85.6% of the control group English 60 students completed English 50.

---

70.5% of the control group English 50 students passed their subsequent English 1A class with a C or better.

67.5% of the experimental (Large) English 50 students passed their subsequent English 1A class with a C or better.

---

61.2% of the control group English 60 passed their subsequent English 50 class with a C or better. (Credit grades not included in this figure.)

60.8% of the experimental (Large) English 60 passed their subsequent English 50 class with a C or better. (Credit grades not included in this figure.)

## SUMMARY OF PRESENTED DATA (PART I AND PART II)

The large group English 50 classes' results make it quite evident by their mean and median gain scores that they did significantly better than the control group on the basis of the ITED.

On the basis of course completion and grade point average, there was no significant difference between the control group and the experimental group in English 50.

The large group English 60 classes' results make it sufficiently evident by their insignificant difference in mean and median scores that they did comparably as well as the control group on the basis of the ITED.

On the basis of course completion and grade point average, there was no significant difference between the two groups in English 60.

## CONCLUSION TO REPORT

This study was made to determine whether students placed in large classes (maximum size of 100) would do the same or significantly near the same as similar students in regular classes (average size of 30-35). On the basis of achievement in class as determined by the ITED scores before and after the given class, the large group English 50 classes did significantly better. A comparison of the English 60 classes showed an insignificant difference in the mean score, the control group measuring better achievement by less than ¼ (.250) and even less significant a difference in the median score.

## SUBSEQUENT CLASS G.P.A.

On the basis of achievement in the students' subsequent (higher) English classes, among both the English 50 students of both groups and the English 60 students of both groups there was no significant difference in percentage of students completing the course, completing with a grade of C or better, or in mean grade point average.

It is recommended, therefore, on the evidence of the data presented within this report, that there is considerable justification for a continuation of large group classes in English 50 and English 60 here at Bakersfield College.